Daily Lesson Plan



Student: Nathan Branine Cooperating Teacher’s Approval: \_\_\_\_\_\_\_\_ Date: November 18, 2010

Subject: Physical Education Topic: Croquet Grade: 9th grade

**Allocated Time**: 50 minutes

**Student Population**: The ninth grade class is constituted of 24 students with a range of multifarious abilities, learning styles, and motor skills. The group is familiar with concepts related to ball sports and basic physical education skills akin to hand/eye coordination and strategic application of rules

**PDE Academic Standard:**

**10.4.9.F:** Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

**10.5.9.F:** Describe and apply game strategies to complex games and physical activities.

* offensive strategies
* defensive strategies
* time management

**Goal for Understanding**: Students will apply the rules, strategies, and skills of croquet and teamwork into cognitive exercises and actively participating in a round of physical competition.

**Instructional Objective:**

* Students will be able to recall the basic sequence and strategy of a croquet course by filling out a course worksheet
* Students will be able to model the strategies and physical skills of croquet through a teamwork competition with their classmates

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| Student Behaviors  To apply basic skills and strategy into a team based competition  To apply previous acquired information and draw a sequential path on a worskheet  To view and model appropriate technique and skills | Sources of Evidence  Teams are created to allow students to participate in a round of croquet to outplay their classmates  Worksheet is used to trace the sequential path of a 9 wicket/backyard croquet course  Teacher-led demonstration will lead to student demonstrations with necessary modifications | Criteria for Evaluation  Students demonstrate proficient, partially proficient or needs improvement to working and strategizing as a team while initiating the modeled skills for croquet and exhibiting sportsmanlike conduct with their peers  Students demonstrate proficient, partially proficient or needs improvement for relating previously instructed information into written responses and knowledgeable further application  Students demonstrate proficient, partially proficient or needs improvement for the ability to model teacher-led demonstration into a modified skill set for developing strategic ways to participate in the game of croquet |

Teaching to the Objective

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| Estimated Time:  3 minutes | Warm-up: Hand out 9 wicket course worksheet   * Students will draw a line from the first wicket to the finishing stake * Students will exchange papers and grade in red ink while teacher demonstrates the correct path visually through an actual 9 wicket croquet course * Students will hand in their papers for the teacher to assess their work | Process:  After handing out papers, students will draw a continuous line from the first wicket to the finishing stake applying previous information from another class period and showing comprehension of the games sequence/order.  Kinesthetic learner: will use a pen/pencil to draw the route  Visual learner: will see the sequence/path on the piece of paper and watch the teacher-led demonstration |
| 8 minutes | Introduction: Teacher & student-led demonstration   * Teacher will instruct and demonstrate several strategies and movements of croquet to refresh student’s understanding * Teacher will demonstrate the 3 types of roquet shots (hand, foot, basic roquet) and lawful scoring through a wicket * Teacher will choose 2 students as volunteers to demonstrate the same shots (roquet & lawful scoring) | Visual learners: actual objects such as mallets, wickets, pegs, etc. to give assistance. Demonstrations of actions like roquet and lawful scoring.  Kinesthetic learners: use of actual croquet equipment such as mallets and balls to demonstrate technique to the class |
| 36 minutes | Developmental Activities: Playing Backyard Croquet   * Have students choose numbers from a hat (#1-6) and then divide them by team next to the their color-coordinated flag * Students will be given a choice of team/mallet color based on team number from 1 to 6 * With mallet and ball, teacher will demonstrate golf-side and straddle-side swings with ball put in motion toward wicket * Teams will line up based on colors from the peg (top to bottom) * The blue team will start their turn with the first player hitting their ball. Based on the aforementioned rules, the teams will take their turns in the remaining order: red, black, yellow, green, and orange * Each team will rotate an individual player from their four person team on each turn * The game will end when the first team to complete the course in the proper order and reach the final peg | Process: Anonymously chosen teams will assist with classroom management, limit discrepancies, and build camaraderie among teammates  Process: Students can confer with other teammates on choosing a team color  Process: Make sure students go in the correct order, wait their turn, develop team strategy while waiting in line with one student from each team on the field at a time, and encourage each other positively in the process  Kinesthetic learners can focus their hand/eye coordination ability and physically demonstrate their skills  Process: Make sure teams are sharing the responsibility and opportunity to play the game correctly. Monitor for rule following and penalize appropriately for infractions (miss a turn for inappropriate behavior, tampering with equipment, and/or violating the rules as stated in the aforementioned class) |
|  | Assessment: Teacher grades the 9 wicket course worksheet in class with students. Teacher records student behavior, placement at the end of each round, and attitude during competition giving appropriate scoring according to attached rubric. |  |
| 5 minutes | Closure: Ask the students “What ways did they work together as a team to play the game effectively?” and “How could utilize different strategies (what worked/what didn’t work) during the next class period?”  Have students help by picking up equipment and placing in appropriate containers | Process: Allow students to express themselves openly, but insist they remember good sportsmanship and corrective criticism |

**Follow-up:**

* Students receive croquet course worksheets
* Students repeat skills for playing croquet in the next and final Physical Education period on croquet
* Take a test over the rules and terms of croquet
* Use certain croquet skills like stance, gripping the mallet, and swinging in learning golf

Materials: 9-wicket croquet course worksheet, croquet set (6 mallets, 6 balls, 9 wickets w/holders, 2 pegs, croquet bag), colored flags for team waiting areas

Resources:

1. **Lamb, Bill. *Croquet (Skills of the Game)*. New Ed ed. Nebraska: Crowood Press, 2008**.

Useful for understanding official world rules of croquet

1. **How to Play Croquet : Proper Etiquette for Playing Croquet**

<http://www.youtube.com/watch?v=zoevjpZxCgg&feature=channel>

1. **How to Play Croquet : How to Swing a Croquet Mallet**

<http://www.youtube.com/watch?v=c6XN2J45_Eo&feature=related>

1. **How to Play Croquet : How to Determine Croquet Court Size**

<http://www.youtube.com/watch?v=ZBtdNgBfUtU&NR=1>

References:

1. [**http://www.croquetamerica.com/croquet/introduction/9wicket/**](http://www.croquetamerica.com/croquet/introduction/9wicket/)

This site provided a picture of a blank 9 wicket course for the worksheet

1. <http://9wicketcroquet.com/>

This site provided official rules, strategy, terms, and diagrams utilized for instruction in game play activity

**GAME PERFORMANCE (CROQUET)**

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

􀀀 Exceeds (A) = 18 - 20 total points and at least 3 points on each dimension

􀀀 Meets (B) = 16 - 17 total points and at least 2 points on each dimension

􀀀 Approaches (C) = 13 - 15 total points and at least 1 point on each dimension

􀀀 Begins (F)= 1 - 12 total points

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|  | **Offense** | **Application of Rules** | **Teamwork** | **Course Worksheet** | **Cooperation** |
| **4** | Moves toward goal/target in control and scores; uses teammates effectively and can carry out strategy | Uses proper technique and follows rules effectively with 90% accuracy | Plays position in turn; encourages & compliments teammates; | Draws course on worksheet with at least 88% accuracy | Follows directions; not disruptive; shows respect for teachers and students; helps others. |
| **3** | Moves toward team goal/target but does not have total control; uses teammates to execute strategy but does not have total control | Tries to use proper technique and follows rules with 80% accuracy | Plays position in turn | Draws course on worksheet with at least 75% accuracy | Follows directions; not disruptive; shows respect for teachers and students; occasionally helps others. |
| **2** | Is aware of team’s goal/target but is not able to move toward goal/target; is aware of teammates but does not have skill to make strategy effective. | Makes attempt to participate but does not display proper technique; follows rules with 50% accuracy | Plays other teammates position; purposely plays out of turn | Draws course on worksheet with at least 50% accuracy | Does not follow directions; blames others for difficulties or playing quality |
| **1** | Is not aware where goal or target is; does not move toward target/goal; is not aware of other teammates; does not attempt to use strategy with teammates. | Refuses to use proper technique and/or does not follow proper rules purposefully | Argumentative; Unsportsmanlike; refuses to play position in turn | Made an effort to draw the course on the worksheet | Disruptive; fights; argues; blames others for difficulties or playing quality. |
| **Score** |  |  |  |  |  |